

Lesson 7: ABCs of Menu Planning

Lesson 7

ABCs of Menu Planning

Slide 1

Basic Points to Good Menu Planning

Basic Points

- Driving force
- Management tool
- Knowledge required
- Cycle menus
- Variety
- Nutritional needs of children

Slide 2

Before beginning to use one of the new menu planning systems to actually plan menus, we need to review the basic tenets of good menu planning. No matter what menu planning system you use, you will begin by putting together foods into a plan that will result in a menu that is nutritious and appeals to students. These general points will be important for success in NuMenus, Assisted NuMenus and Food Based Menus.

Driving Force

The menu is the basis for all food service program activity. The menu drives the planning, purchasing, production, service, cleanup and nutrition education functions. Menu planning also provides an opportunity for nutrition education and for involving children, parents and teachers in the programs.

Driving Force

- Planning
- Purchasing
- Production
- Service
- Cleanup
- Nutrition education

Notes

1 Interest Building

Strategy/Set

Show T-1, School Cafeteria
We would all like students to be excited about coming to eat our healthy school meals. Smart menu planning is the key to success.

2 Review Competencies

3 Purpose

The purpose of this lesson is to review the basic steps for menu planning and learn to plan menus that meet the menu plan program requirements of NuMenus and Food Based Menus.

4 Transfer

If you tried to teach someone how to drive a car, it would be difficult to remember all of the steps you go through to actually drive. It is too automatic. You do not have to think about it. That is the way it will be when you plan menus using the new menu planning system you select. When you start, you will have to think about each step. But after a while, it will become automatic.

5 Instruction

Review the basic points to good menu planning.

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Notes

Management Tool

Successful management of the National School Lunch and School Breakfast Programs starts with menu planning. The menu is the management tool that controls these program functions:

Management Tool

- Compliance with federal regulations
- Nutrient content
- Meal acceptability
- Participation rates
- Food and labor costs

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The menu must be planned to be in compliance with federal regulations and program requirements. The menu determines the nutrient content of the meal and the meal acceptability. The acceptability influences the participation rate. The menu also determines the food cost, and its complexity affects labor costs. The menu also controls:

Management Tool (cont'd)

- Food production
- Food purchasing
- Work scheduling
- Equipment use and needs
- Employee training needs

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The menu controls what food production and purchasing must be done to produce the menu. The food production which must be done determines how the work is scheduled. The food to be produced determines what the equipment use and needs are. Employee training needs are determined by what foods are on the menu and how they are prepared and served. The menu plan sets the food service program in motion and controls many of its functions.

Knowledge Required

The quality of the meals and the success of the program depend on the knowledge and skills of the menu planner. Menu planners need to know:

Knowledge Required

- Program purposes and goals, requirements and recommendations.
- Students' food preferences.
- Food costs and the amount of money available.
- Foods available for the menu planning period.

*Slide 6***Knowledge Required (cont'd)**

- The availability and experience of personnel.
- Kitchen layout, type and capacity of equipment.
- Food preparation and work scheduling.
- Food merchandising so that the meal will be accepted by the customer.

*Slide 7***Cycle Menus****Cycle Menus**

- Save time
- Increase efficiency
- Adapt for other grade/age groups
- Seasonal changes
- Special events
- Training
- Promotion

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Using cycle menus developed for breakfast and lunch for any of the menu planning systems will save time and increase efficiency. A cycle menu will not only save time for the grade or age group for which it is planned, but with changes in portion size, the cycle may be adjusted for use for another grade or age group.

To avoid repetition in a cycle menu, changes may be made to incorporate seasonal variations and special events into the cycle. It also allows USDA commodities to be included. This is still easier than starting over every month.

In NuMenus and Assisted NuMenus, there are steps to do before actually completing your plan and analyzing the menu. These steps include entering the recipes and vendor nutrient analyses for menu items you intend to use as well as the RDA age or grade group. In Food Based Menus, there are also steps to do before completing your planned menu. Calculations must be done to ensure that the correct

quantities of food to be purchased and prepared are known for each food component and item. Using a cycle menu can save time on these preliminary steps from month to month, leaving more time for training staff and promoting healthful changes for NuMenus and Food Based Menus.

Variety

Variety

- Plan variety
- Offer choices
- Avoid repetition

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Variety in the menu encourages consumption of healthy foods. Choices in meal components should be provided whenever possible. Offer students a selection of foods and types of milk from which to choose.

To increase food consumption and participation in schools that do not offer choices each day, no one meat or form of meat should be served more than three times in a week. ("Form of meat" refers to ground, sliced, pieces, etc.)

A list of all of the school's recipes, vendor products and other program foods should be made for planning purposes. There is a tendency to repeat the same items rather than offering all of the available items occasionally.

Lunch, breakfast and special meal menus should be coordinated in order to avoid serving the same food at different meals.

Nutritional Needs of Children

Nutritional Needs of Children

- Adjust portion size
- Minimize waste

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Adjust Portion Size

Adjust the portion size for the various age or grade levels of children, whether you are using NuMenus or Food Based Menus. As mentioned under cycle menus, if you have planned a basic cycle menu for one age group, you may change the portion sizes to meet the nutritional needs and/or program requirements of another age group.

Minimize Waste

When portion sizes are adjusted, food waste with younger students will be minimized. Portion sizes that are

Notes

too large discourage young children from eating. Portion sizes that are too large also may lead to overeating.

The ABCs of Menu Planning

The ABCs of Menu Planning

1. Collect menu resources
2. Select the grade or age group
3. Determine number of choices
4. Evaluate starting point
5. Determine a time period
6. Select the entree or main course
7. Select the other menu item(s)
8. Provide fluid milk choices
9. Meet nutrition goals
10. Evaluate

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1. Collect menu resources

There are many menu resources available to menu planners, including their own old menus. In addition, recipe files such as the USDA *Quantity Recipes for School Meals*, food trade journals, menu sales history, production records, inventory records and a list of USDA commodities will all help provide ideas. The menu planners will also need the program requirements for the menu planning system they are using as well as the USDA *Food Buying Guide*. Another important resource is the school calendar with important dates.

In addition to these resources, the USDA *Menu Planning Guide* and the *Tool Kit for Healthy School Meals* which has a selection of healthy recipes and information on how to use and market them in your school are useful

2. Select the grade or age group

First select the grade or age group to plan for based on the grades in the school or group of schools for which the menu is planned. The grade or age group selected will determine the type of menu items and the appropriate portion sizes. Later, the portion sizes may be adjusted for other grades or age groups, or as needed to meet program requirements.

3. Determine number of choices

Determine the number of choices that will be offered for each food item or component for Food Based or each menu item for NuMenus. Providing choices and variety is an important concept whether planning the meat or meat alternate entrees or the grains/breads item for breakfast or vegetables/fruits for lunch.

The number of choices you offer in each category depends on your own operation. Look for a balance in cost, nutrients and equipment usage, as well as the labor needed to

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prepare each item. You may start by adding one or more entrees and then adding a selection of side dishes that complement the entree choices. This approach is appropriate for any of the menu planning systems. An example is shown below:

Today's menu for Our Town Elementary
Select one entree: <ul style="list-style-type: none"> Hamburger on a Bun Baked Chicken with Whole Grain Roll Beef & Bean Burrito with Salsa
Select two side dishes: <ul style="list-style-type: none"> Lettuce, Tomato, Pickle Green Salad with Lowfat Dressing Watermelon Wedge Peach Crisp Seasoned Peas Oven Baked French Fries
Select one milk: <ul style="list-style-type: none"> Nonfat Milk Nonfat Chocolate Milk 1% Lowfat Milk Whole Milk

Notes

Offering choices has the added benefit of allowing the introduction of new foods without the usual drop in participation. Letting students “take a taste” of a new menu offering is the ideal way to introduce students to a wider variety of menu selections.

Offering choices at sites where Offer versus Serve is in place encourages students to select foods they intend to eat. Offering choices does not need to be extensive: even two choices gives students the opportunity to express their individual preference and increases the likelihood that a full meal will be selected.

4. Evaluate your starting point

Start by looking at your current menus, purchased products, recipes and preparation techniques.

For NuMenus, analyze and evaluate how well your menus meet the Nutrient Standards. What areas need attention? Which areas are okay? What will you be trying to do as you modify your old menus for NuMenus?

- Do you need to reduce fat?
- Do you need to increase calories?
- Are you low on any of the key nutrients being analyzed?

For Food Based Menus, review the number of servings of grains/breads and vegetables/fruits on the menus you were

serving. Which areas are okay? Will you need to modify your old menus for Food Based Menus?

- Do you need more servings of grains/breads?
- Do you need more or larger quantities of vegetables/fruits?

5. Determine a time period

The nutrition goals for all three menu planning systems are set for a period of one school week, which is most often five days. The menu planner should plan menus by the week.

For the purpose of nutrient analysis, combine any week with less than three consecutive days with either the prior week or the coming week.

For Food Based Menus, the menu planner needs to keep in mind the weekly minimum servings for certain food items; for Food Based Menus, a “week” is five days, with the weekly requirements adjusted accordingly.

In addition, the menu planner may select a timeframe for a cycle menu. The timeframe can be one, four or any other number of weeks that works for the individual operation.

6. Select the entree for lunch or the main course for breakfast

The meat or meat alternate usually sets the scene for the rest of the lunch menu and sometimes for the breakfast menu. It may be the determining factor as to whether students elect to eat that day. Therefore, careful planning of the meat or meat alternate can improve participation.

The meat or meat alternate is usually a part of the entree or main course for lunch. The entree may also include grains/breads or vegetables/fruits. Although there is not an entree at breakfast, there is usually a grains/breads or meat or meat alternate item that is the main course or focus of the breakfast just as the entree is the main course or focus for lunch.

7. Select the other menu item(s)

Select other menu items that complement the entree or main course.

Contrast

This is the opportunity to add color and texture as you plan the other menu items in the meal. To add color, use bright fruits and vegetables or a colorful dessert item. To add texture, use crisp, firm foods.

Examples:

- Use a green salad or raw vegetable sticks with a soft burrito.
- Use a hard roll or a slice of whole-grain bread with spaghetti and sauce.

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Balance

Balance in “weight” and “flavor” can also be achieved as the other menu items are added. If the first menu item planned is heavy, plan a light vegetable or a dessert such as fresh fruit. If the entree or main course is light, add a higher calorie food such as a healthy baked dessert or a cooked vegetable such as potatoes or corn.

To balance flavor, use a combination of mild and strong flavored foods. Too many foods with strong flavors in the same meal may result in an unacceptable meal.

Variety in Shapes and Sizes

Another opportunity for creating appealing menus is with shapes and sizes. Consider a meal with fish sticks, oven-baked french fries, carrot sticks and a banana. All of the above foods have a similar shape. Presenting foods in several different shapes appeals to children: baked chicken leg, potato rounds, carrot sticks and a watermelon wedge.

Color

The last but perhaps one of the most important considerations is color. Consider the menu with the fish sticks. Not only was every menu item the same shape, they were also in the same color family. It helps to use at least two colorful foods in each menu. Vegetables and fruits are a natural way to add eye appeal. It helps to add a bright colored food to one with little or no color. For example, add a slice of tomato to a potato salad or put a fresh grape or strawberry on a dish of diced pears or peaches. A dash of cinnamon or paprika can be used to achieve the same effect.

8. Provide fluid milk choices

Lowfat milk options should be available every day.

9. Meet nutrition goals

The challenge of meeting the nutrition goals, including meeting the calories and key nutrients of the Recommended Dietary Allowances and meeting the Dietary Guidelines for Americans should also be considered as menus are planned. All of the points learned in Lesson 4: Dietary Guidelines as Applied to Children, and Lesson 5: Standardized Recipes and Preparation Techniques should be incorporated as menus are planned. The ultimate goal is to reduce fat, saturated fat and cholesterol while maintaining calories and nutrient levels.

10. Evaluate

In Lesson 9: Nutrient Analysis, you will learn how to analyze and adjust the menu to meet the Nutrient Standards. Menu planners using NuMenus will analyze and adjust their menus before the planning is complete. Food Based Menus will be analyzed and evaluated during state monitoring.

Menu planners using Food Based Menus will evaluate their menus to ensure that the correct food components and servings of food items are included.

NuMenus

In addition to the general rules for menu planning, menu planners using the NuMenus system must incorporate special points:

Special Points for NuMenus

1. School site menu versus centralized menu
2. Three menu items for lunch
3. Three menu items for breakfast
4. Standardized recipes and preparation techniques

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Special Points for NuMenus

5. Processed foods analysis
6. Include condiments
7. Projected servings
8. Alternate foods for meals

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- 1) School site menu versus centralized menu
- 2) Three menu items for lunch
 - Entree
 - Fluid milk
 - Other item(s), except foods of minimal nutritional value
- 3) Three menu items for breakfast
 - Fluid milk as a beverage
 - Two other items, except foods of minimal nutritional value
- 4) Standardized recipes and preparation techniques
- 5) Processed foods analysis
- 6) Include condiments
- 7) Projected servings
- 8) Alternate foods for meals

School Site versus Centralized Menus

If all schools in a grade or age group follow the same centralized menu, the menu planner may plan and analyze just one menu for each group. If each school is allowed to select its own menu, then menu planning and analysis will need to be done for each school site.

If schools are used to planning their own menus, an interim step might be to plan part of the menu centrally and then let each school add to the basic menu. For example, if your secondary schools offer 10 entrees, you might get them to agree to have a centralized menu for six of them and have

Use T-2, Centralized versus Individualized Menus to show an example of this concept.

them add four of their own choices. This allows for flexibility within local schools, but still saves data entry time over totally individual menus.

When projecting servings and portion sizes for each menu item and condiment, count all schools for a centralized menu or each individual school for individualized school site menus.

Lunch

In NuMenus, a lunch consists of a minimum of three menu items instead of five food items as with the traditional meal pattern and Food Based Menus. Although specific foods are not required for NuMenus, it is recommended that a variety of foods be included each day.

Three menu items:

1. Entree
2. Fluid milk, served as a beverage
3. Any other food except a food of minimal nutritional value

The menu probably will not look that much different than the traditional menu since three items will probably not provide the required nutrients and calories.

Standardized Recipes and Preparation Techniques

For every menu item in NuMenus which contains more than one ingredient or has preparation involved, there must be a standardized recipe or standardized preparation technique in place. Menu planners should identify the standardized recipe or preparation technique as they plan the menu to ensure that the food planned is the food served.

Processed Foods Analysis

For every processed food on the menu, the nutrient analysis must either be in the NNDCNP or the analysis must be entered into the local database. For information on how to obtain or find the analysis, see Lesson 8: Nutrient Databases and Software for Child Nutrition Programs. Menu planners should identify the processed food by manufacturer and code number to ensure that the correct processed food is purchased and served as analyzed in the nutrient analysis.

(Note: CN Label no longer helpful since there are no component requirements.)

Condiments

Condiments such as mustard, catsup, jelly, salad dressing and gravy are not counted as being a menu item in NuMenus. But all foods count toward the nutrient analysis when it is time to analyze and adjust the planned menu. The

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only exception is foods of minimal nutritional value not included in a menu item. Therefore, menu planners must include the projected servings and portion sizes of all condiments in their menu plan.

For example, if a packet of catsup (9 grams) is made available for hamburgers, the menu should include the projected number of packets historically served.

These foods were extras and not accounted for in the traditional meal pattern, but with NuMenus they must be included in the nutrient analysis.

Projected Servings

NuMenus are analyzed for nutrients based on the projected servings of each menu item and condiment. By giving more weight to menu items that are selected more often, the analysis will give an accurate picture of how well the menu is in compliance with the nutrition goals. It will be easy to see which menu items could be modified or replaced to make a large impact on the nutritional value of the meal. The menu planner will have an ongoing view of the nutritional content of the meal as consumed by the students.

Menu planners need access to historical records of food selections in order to project future servings for the menu items and condiments. An example would be the prior menu production records.

Alternate Foods for Meals

The USDA approved alternate foods for meals may be used for NuMenus as explained in Lesson 3: Program Requirements – NuMenus and Assisted NuMenus.

Notes

6 Guided Practice

Activity: NuMenus Lunch and Breakfast

Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for NuMenus just covered. Have each group select a recorder and reporter.

The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.

The reporter will report the menu to the group.

Lead the entire group through a quick check on the menus using the general principles and the special points for NuMenus.

Food Based Menus

Menu planners using Food Based Menus must incorporate these special points:

Special Points for Food Based Menus

1. Menu plan for lunch
2. Menu plan for breakfast
3. Alternate foods for meals
4. Standardized recipes and preparation techniques
5. Child Nutrition Labels
6. Condiments list

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Menu Plan for Lunch

Menu planning for Food Based Menus will be similar to the traditional menu pattern. See Appendices A and B. Menu planners must concentrate on the changes.

Principal Differences

Two required Grade Groups

Lunch Quantities for Grades 7-12

- 1 cup vegetables/fruits per day
- 15 servings of grains/breads per week

Lunch Quantities for Grades K-6

- 3/4 cup vegetables/fruits per day plus 1/2 cup per week
- 12 servings of grains/breads per week

Lunch Quantities for Option K-3

- 3/4 cup vegetables/fruits per day
- 10 servings of grains/breads per week

Allows one grains/breads serving per lunch of grain-based dessert

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Menu Plan for Breakfast

Menu planning for Food Based Menus for breakfast has not changed with one exception. There is now a recommended menu plan for grades 7-12 with one additional grains/breads serving per day. See Appendix B for breakfast menu plan.

Notes

6 Guided Practice

Activity: Food Based Menus

Lunch and Breakfast

Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for Food Based Menus just covered. Have each group select a recorder and reporter. The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.

The reporter will report the menu to the group.

Lead the entire group through a quick check on the menus using the general principles and the special points for Food Based Menus.

Standardized Recipes and Preparation Techniques

Serving the correct portion sizes as detailed in the menu plan is critical to the success of Food Based Menus in meeting the nutrition goals. The type of preparation is also critical as we learned in Lesson 5: Standardized Recipes and Preparation Techniques. Although menu planners are not required to analyze their menus themselves, they will be analyzed during state monitoring. Therefore, standardized recipes and preparation techniques are also strongly recommended for Food Based Menus.

Child Nutrition Labeling Program

The rules regarding the Child Nutrition Labeling Program remain the same as for the traditional meal pattern.

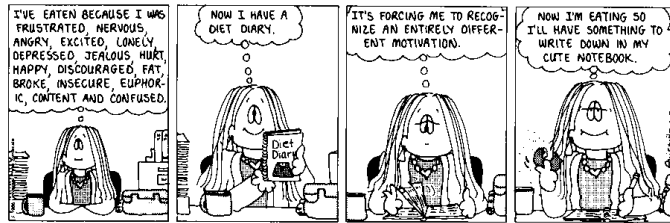
Condiments

Condiments such as mustard, catsup, jelly, salad dressing and gravy are not counted as being a food item in Food Based Menus. But all foods count toward the nutrient analysis when it is time to analyze and adjust the planned menu. The only exception is foods of minimal nutritional value not included in a menu item. Therefore, menu planners should include the projected servings and portion sizes of all condiments for use by the state agency during their review and nutrient analysis of menus.

Notes

Menu Production Records

Cathy



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The menu production record is a valuable tool in the menu planning process. It serves the dual purpose of demonstrating compliance with program requirements and communicating the menu to staff.

Menu Item Used and Form

Listing the menu item to be used and its form is the first step in effectively communicating the menu to the staff and providing a means for them to record the foods actually prepared and served.

With the traditional meal patterns, the condiments were disregarded. Because the nutrient analysis for all of the menu systems will include the condiments, it is essential that menu planners list them on the menu production records.

Recipe or Product

In the Recipe or Product column, the menu planner communicates the recipes and products that were planned to meet the Nutrient Standards for NuMenus or the food component/food items requirements for Food Based Menus.

The nutrient analysis for recipes and purchased products with the same name may be very different. The servings of food components to be credited for Food Based Menus may also vary. Therefore, it is critical to specify the recipes and products used. If the preparer or server uses another recipe or product, the **menu plan** may meet the Nutrient Standards or the Food Based Menu plan, but the **food served** will not.

Person Responsible

The menu production record may also be used as a management tool by scheduling the personnel responsible for a menu item. Using the same piece of paper for many functions is efficient and economical.

Notes

Show T-3, Cathy cartoon
Keeping good records is important for individuals trying to diet. For CNPs it is critical to document compliance.

Use T-4, Appendix C: Menu Production Record to emphasize the points. Fill in the transparency using the examples given.

NuMenus

A recipe must be used for any food or menu item with more than one ingredient or any preparation.

This form is a sample only and you may use any form that provides the necessary information.

¹ Cathy copyright Cathy Guisewite. Reprinted with permission of Universal Press Syndicate. All rights reserved.

Age or Grade Group

If menus for more than one age or grade group at the same site or for a centralized menu are being planned, the menu planner may indicate the age or grade groups on one menu production worksheet. For any menu items to be adjusted, the recipes and products, the adjusted portion sizes and the age or grade group must all be listed.

Portion Size

The portion size indicated on the recipe or the purchased product case may not be available to the server. Listing the portion size on the menu production record is a safeguard to ensure that the correct portion size is served as well as planned and prepared.

Projected Servings

The projected servings are important for both NuMenus and Food Based Menus. Projecting the servings is the first step in determining how much food to order and how much time to plan for preparation and equipment usage. For NuMenus, projected servings are a part of the weighted nutrient analysis.

Amount of Food Used

Site staff must keep records verifying that the planned menu was actually prepared and served. The menu production record is the management tool for doing that. Site staff record the number of servings used for recipes and products and the amount of food used for menu items such as sliced peaches.

Actual Servings

Site staff must record the number of servings of each item that were actually served to students, adults and as à la carte sales to students. The menu production record serves as an historical record of production. This information is helpful for future menu planning no matter which menu planning system is being used.

For NuMenus, the information on actual student servings must be available during the menu planning and adjustment process. Menus are analyzed using a weighted analysis based on the projected servings.

Future menu cycles should reflect any significant differences between the projected servings and the actual servings. For Food Based Menus, the information retrieved from the menu production records for the time period of the review will be used for the state-conducted nutrient analysis.

Leftovers

Site staff may record leftovers on the menu production record. In some schools they also record whether they are to

Notes

6 Guided Practice

Activity

Appendix D: Menu Production Worksheet

In the same groups as used to plan the menus, assign each group a type of menu, 1-4, and have them prepare a week's worth of menu production worksheets for use by staff. Circulate to help them. (Application of USDA's **Food Buying Guide**.)

1. NuMenus Breakfast
2. NuMenus Lunch
3. Food Based Breakfast
4. Food Based Lunch

Discuss with the group any problems encountered. Ask if they have any questions.

7 Individual Practice

None

8 Closure

Remember that menu planning is done in basically the same way for any menu planning system because the customers are the same and have the same expectations as to what a meal

be frozen for use later or incorporated into the menu in the next few days. It is important to be able to track the source of leftovers.

Leftovers and Substitutions (NuMenus)

Menu planners for NuMenus have two additional columns in the first of which they may record when leftovers are used again or a substitution is made.

Reanalysis Required (NuMenus)

After reviewing the menu production records, the menu planner or site staff may identify those situations where use of leftovers and substitutions trigger a reanalysis.

Notes

Appendix A: Food Based Menus Meal Plans

Lunch

Minimum Quantities for Food Based Menus Lunch					
Required for					Option for
	Ages 1-2	Preschool	Grades K-6	Grades 7-12	Grades K-3
<i>Meal Component</i>					
Milk (as a beverage)	6 fl. oz.	6 fl. oz.	8 fl. oz.	8 fl. oz.	8 fl. oz.
Meat or Meat Alternate (quantity of the edible portion as served)					
Lean meat, poultry or fish	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Cheese	1 oz.	1 1/2 oz.	2 oz.	2 oz.	1 1/2 oz.
Large egg	1/2	3/4	1	1	3/4
Cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup	1/2 cup	3/8 cup
Peanut butter or other nut or seed butters	2 Tablespoons	3 Tablespoons	4 Tablespoons	4 Tablespoons	3 Tablespoons
The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above:					
Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry or fish).	1/2 oz. = 50%	3/4 oz.= 50%	1 oz.= 50%	1 oz.= 50%	3/4 oz.= 50%
Vegetables/Fruits (2 or more servings of vegetables or fruits or both)	1/2 cup	1/2 cup	3/4 cup plus extra 1/2 cup over a week ¹	1 cup	3/4 cup
Grains/Breads Must be enriched or whole grain. A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or 1/2 cup of cooked rice, macaroni, noodles, other pasta products or cereal grains.	5 servings per week ¹ Minimum of 1/2 per day ²	8 servings per week ¹ Minimum of 1 per day ²	12 servings per week ¹ Minimum of 1 per day ²	15 servings per week ¹ Minimum of 1 per day ²	10 servings per week ¹ Minimum of 1 per day ²

¹ For the purposes of this chart, a week equals five days.

² Up to one grains/breads serving per day may be a dessert.

Appendix B: Food Based Menus Meal Plan – Breakfast

Breakfast

Minimum Quantities for Food Based Menus Breakfast				
Required for				Option for
	Ages 1-2	Preschool	Grades K-12	Grades 7-12
Meal Component				
Milk (Fluid) (As a beverage, on cereal or both)	1/2 cup	3/4 cup	8 fl. oz.	8 fl. oz.
Juice/Fruit/Vegetable Fruit and/or vegetable; or full-strength fruit juice or vegetable juice.	1/4 cup	1/2 cup	1/2 cup	1/2 cup
Select <u>one</u> serving from each of the following components or <u>two</u> from one component:				
Grains/Breads One of the following or an equivalent combination: Whole grain or enriched bread Whole grain or enriched biscuit/roll, muffin, etc. Whole grain, enriched or fortified cereal	1/2 slice 1/2 serving 1/4 cup or 1/3 oz.	1/2 slice 1/2 serving 1/3 cup or 1/2 oz.	1 slice 1 serving 3/4 cup or 1 oz.	1 slice 1 serving 3/4 cup or 1 oz. Plus an additional serving of one of the grains/breads above
Meat or Meat Alternates: Meat/poultry or fish Cheese Egg (large) Peanut butter or other nut or seed butters Cooked dry beans and peas Nut and/or seeds (as listed in program guidance) ¹	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1/2 oz. 1/2 oz. 1/2 1 Tablespoon 2 Tablespoons 1/2 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.	1 oz. 1 oz. 1/2 2 Tablespoon 4 Tablespoons 1 oz.

¹ No more than 1 oz. of nuts and/or seeds may be served in any one meal.

LESSON 1: ABCS OF MENU PLANNING

Site _____ **Meal Date** _____

* Must be same as planned. Use separate line if adjusted for age.
 ** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

[illegible]

Lesson 1: ABCs of Menu Planning

MENU

Signature _____

** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

Appendix C: Menu Production Record

OVS _____

Yes No

Menu	Food Used and/or Recipe # (Check if USDA)	Planned # Portions			Serving Size		Total Prepared (# svg., lbs, cans)	Estimated Amount Leftover	X if Leftover or Substitution	X if Must Reanalyze
		Age- Grade	Age- Grade	Age- Grade	Adult	à la Carte				
Entree(s)										
Other Item(s)										
Milk										
Actual # Reimbursable Meals Served:		Actual nonreimbursed Meals Served:					Extra Items/Sales:			
Age/Grade _____ : _____		Adults: _____					Milk _____ 1/2 pints and/or \$ _____			
Age/Grade _____ : _____		Prog. Adults: _____					Other			
Age/Grade _____ : _____		Total: _____					items _____ # items and/or \$ _____			
Total: _____										

Production Record – Food Based

School _____

OVS ____

Date _____

Yes No

Menu	Food Used and/or Recipe # (Check if USDA)	Planned # Portions			Serving Size		Total Prepared (# svg., lbs, cans)	Estimated Amount Leftover	X if Leftover or Substitution
		Grade	Grade	Grade	Adult	à la carte			
Meat/Meat Alternate									
Vegetables/ Fruits									
Grains/Breads									
Other Item(s)									
Milk									
Actual # Reimbursable Meals Served:				Actual nonreimbursed Meals Served			Extra Items/Sales:		
Grade _____ : _____				Adults: _____			Milk _____ 1/2 pints and/or \$ _____		
Grade _____ : _____				Prog. Adults: _____			Other		
Age/Grade _____ : _____				Total: _____			items _____ # items and/or \$ _____		
Total: _____							_____		

MENU

Signature _____

** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

[illegible]

MENU

Signature _____

** Based on USDA Food Buying Guide or Recipe or NNDCNP item.

7-h

Appendix E: Sample Computer-Generated Menu Production Worksheets

Appendix F: Instructor Outline

Lesson 7: ABCs of Menu Planning

Lesson Time

Approximately 2 hours

Equipment

- ✓ Slide projector
- ✓ 2 screens
- ✓ Overhead projector

Materials

- ✓ Slides
- ✓ Activity – Appendix D: NuMenus Menu Production Worksheet
- ✓ Activity – Appendix E: Food Based Menu Production Worksheet
- ✓ Transparencies:
 - T-1 School Cafeteria
 - T-2 Centralized versus Individualized Menus
 - T-3 Cartoon: Cathy
 - T-4 Appendix C: NuMenus Menu Production Record
- ✓ Blank overhead transparency sheets
- ✓ Pens for overhead transparency sheets

Lesson Plan Outline

1. Interest Building Strategy/Set
 - a) Show T-1, School Cafeteria
We would all like students to be excited about coming to eat our healthy school meals. Smart menu planning is the key to success.
2. Review Competencies
3. Purpose
 - a) The purpose of this lesson is to review the basic steps for menu planning and learn to plan menus that meet the menu plan program requirements of NuMenus and Food Based Menus.
4. Transfer
 - a) If you tried to teach someone how to drive a car, it would be difficult to remember all of the steps you go through to actually drive. It is too automatic. You do not have to think about it. That is the way it will be when you plan menus using the new menu planning system you select. When you start, you will have to think about each step. But after a while, it will become automatic.
5. Instruction
 - a) Review the basic points to good menu planning.
 - i) Driving force
 - ii) Management tool
 - iii) Knowledge required
 - iv) Cycle menus
 - v) Variety
 - vi) Nutritional needs of children
 - b) Discuss the ABCs of menu planning
 - i) Collect menu resources
 - ii) Select the grade or age group
 - iii) Determine the number of choices
 - iv) Evaluate your starting point
 - v) Determine a time period
 - vi) Select the entree for lunch or main course for breakfast
 - vii) Select the other menu item(s)
 - viii) Provide fluid milk choices
 - ix) Meet nutrition goals
 - x) Evaluate
 - c) Discuss the special points for NuMenus
 - i) School site menu versus centralized menu
 - ii) Three menu items for lunch
 - iii) Three menu items for breakfast
 - iv) Standardized recipes and preparation techniques
 - v) Processed foods analysis
 - vi) Include condiments
 - vii) Projected servings
 - viii) Alternate foods for meals
 - d) Discuss the special points for Food Based Menus
 - i) Menu plan for lunch
 - ii) Menu plan for breakfast
 - iii) Alternate foods for meals
 - iv) Standardized recipes and preparation techniques

- v) Child Nutrition Labels
 - vi) Condiments list
- e) Review the use of menu production records as a management tool.
- 6. Guided Practice
 - a) Activity: NuMenus Lunch and Breakfast
 - i) Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for NuMenus just covered. Have each group select a recorder and reporter.
 - ii) The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.
 - iii) The reporter will report the menu to the group.
 - iv) Lead the entire group through a quick check on the menus using the general principles and the special points for NuMenus.
 - b) Activity: Food Based Menus
 - i) Lunch and Breakfast
 - ii) Divide the participants into groups of 5-6. Have them plan a 5-day menu for Lunch and a 5-day menu for Breakfast, using the general principles and special points for Food Based Menus just covered. Have each group select a recorder and reporter.
 - iii) The recorder will write the menus on a blank overhead transparency sheet. Allow 10 minutes for menu planning. Check on progress after 7 minutes and give a 3-minute warning.
 - iv) The reporter will report the menu to the group.
 - v) Lead the entire group through a quick check on the menus using the general principles and the special points for Food Based Menus.
 - c) Activity – Appendix D: Menu Production Worksheet
 - i) In the same groups as used to plan the menus, assign each group a type of menu, 1-4, and have them prepare a week's worth of menu production worksheets for use by staff. Circulate to help them. (Application of USDA *Food Buying Guide* .) If time is short, just demonstrate.
 - a) NuMenus Breakfast
 - b) NuMenus Lunch
 - c) Food Based Breakfast
 - d) Food Based Lunch
 - ii) Discuss with the group any problems encountered. Ask if they have any questions.
- 7. Individual Practice
 - a) None
- 8. Closure
 - a) Remember that menu planning is done in basically the same way for any menu planning system because the customers are the same and have the same expectations as to what a meal should look like. There is more

flexibility in planning menu items and portion sizes with NuMenus, but there are also many similarities in the steps for all of the systems.

9. Back on the Job...
 - a) Follow the ABCs of menu planning and you will be successful with whatever menu planning system you select.

10. Appendices
 - a) Appendix A: Food Based Menus Meal Plans – Lunch
 - b) Appendix B: Food Based Menus Meal Plans – Breakfast
 - c) Appendix C: Sample Menu Production Records
 - d) Appendix D: Activity: Menu Production Record
 - e) Appendix E: Sample Computer-Generated Menu Production Worksheets
 - f) Appendix F: Instructor Outline

T-1



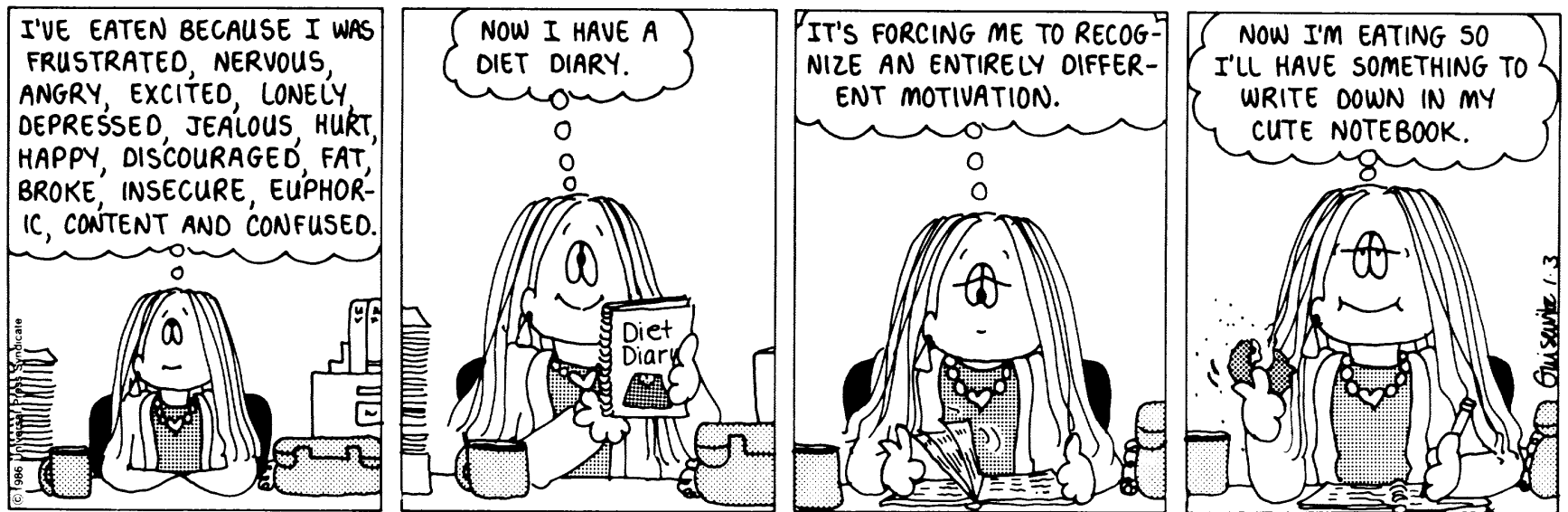
T-2

Monday, Week 1, Cycle 2

Park High School	Central High School	Evergreen High School	Forest High School
Select One			
Hamburger Submarine Burrito Grilled Cheese Hot Dog Turkey Sandwich	Hamburger Submarine Burrito Grilled Cheese Hot Dog Turkey Sandwich	Hamburger Submarine Burrito Grilled Cheese Hot Dog Turkey Sandwich	Hamburger Submarine Burrito Grilled Cheese Hot Dog Turkey Sandwich
<input type="checkbox"/> Cheese Pizza <input type="checkbox"/> Roast Beef Sandwich <input type="checkbox"/> Chicken On Bun <input type="checkbox"/> Spaghetti	<input type="checkbox"/> Veggie Pizza <input type="checkbox"/> Turkey Supreme <input type="checkbox"/> Macaroni & Cheese <input type="checkbox"/> Beef Ravioli	<input type="checkbox"/> Pepperoni Pizza <input type="checkbox"/> Lasagna <input type="checkbox"/> Ham & Cheese Hoagie <input type="checkbox"/> Chef's Salad	<input type="checkbox"/> Cheese Pizza <input type="checkbox"/> Pork Enchilada <input type="checkbox"/> Pastrami Hoagie <input type="checkbox"/> Spiral Spaghetti
Select two			
Oven Baked Fries Apple Orange Banana Green Salad	Oven Baked Fries Apple Orange Banana Green Salad	Oven Baked Fries Apple Orange Banana Green Salad	Oven Baked Fries Apple Orange Banana Green Salad
<input type="checkbox"/> Sliced Peaches <input type="checkbox"/> Carrot Sticks <input type="checkbox"/> Apple Sauce	<input type="checkbox"/> Mixed Fruit <input type="checkbox"/> Carrots and Celery <input type="checkbox"/> Sliced Strawberries	<input type="checkbox"/> Diced Pears <input type="checkbox"/> Broccoli Flowers <input type="checkbox"/> Glazed Cherries	<input type="checkbox"/> Jicama Sticks <input type="checkbox"/> Kiwi <input type="checkbox"/> Apricot Halves
Select one			
Nonfat Milk 1% Lowfat Milk 1% Chocolate Milk Whole Milk	Nonfat Milk 1% Lowfat Milk 1% Chocolate Milk Whole Milk	Nonfat Milk 1% Lowfat Milk 1% Chocolate Milk Whole Milk	Nonfat Milk 1% Lowfat Milk 1% Chocolate Milk Whole Milk

T-3

Cathy



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Lesson 7: ABCs of Menu Planning

Competencies

Participants will be able to:

1. Plan a weekly NuMenus lunch menu that meets the NuMenus program requirements and incorporates good menu planning techniques.
2. Plan a weekly lunch menu that meets Food Based Menus program requirements and incorporates good menu planning techniques.
3. Plan a weekly breakfast menu that meets NuMenus program requirements and incorporates good menu planning techniques.
4. Plan a weekly breakfast menu that meets Food Based Menus program requirements and incorporates good menu planning techniques.
5. Complete a menu production record for use by site staff in producing a daily menu for lunch and breakfast.

